

# Remote learning and reopening

Findings from a survey of K-12 parents and caregivers in Massachusetts

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This project was sponsored by the Barr Foundation and the Boston Foundation

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# Survey Background

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- Results based on a statewide survey of 1,502 parents of school-age children in Massachusetts, including oversamples of Black, Latino, and Asian parents.
- Conducted June 4 - 19, 2020 via live telephone and online interviewing.
- Data was weighted to represent each race / ethnic group as well as the general population on age, gender, race, and education.
- Sponsored by the Barr Foundation and The Boston Foundation.
- Input and assistance from The Education Trust.

# Key findings

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- Schools offered very different levels of activity and engagement to students and parents alike. This included both activities for students as well as assistance given to parents.
  - Frequency of engagement was closely tied to overall satisfaction.
  - Technological barriers (internet, devices, email) are a serious hindrance to many families, bringing lower participation in a range of school activities.
- Language barriers were a serious issue for many.
  - Non-English speaking households reported less participation in a range of school activities.
  - Many said their schools / districts did not offer materials in languages other than English.

# Key findings

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- No overall differences by race and ethnicity in rates of participation in home schooling, but experiences were very different.
  - Black, Latino, and Asian parents were more likely to report supplementing with their own activities / materials and giving their children technical and academic assistance.
  - This is likely related to higher levels of non-connection with school systems such as online classrooms and individual feedback.
- Charter school parents report much more frequent contact for academic engagement and in terms of reopening. Differences between district and charter schools were particularly large for Latino and Asian parents.

# Key findings

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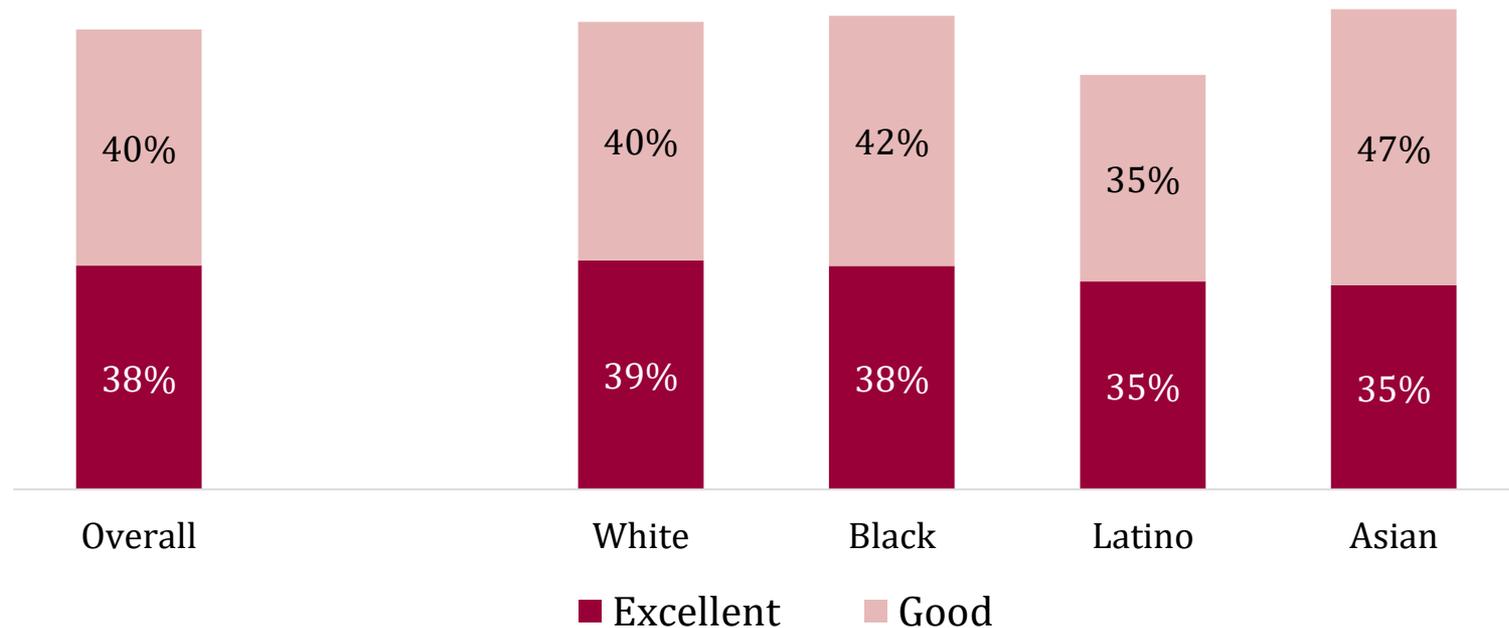
- A majority of parents (64%) are confident reopening can be done safely, though 32% are not confident.
  - There are major demographic differences, with people of color less likely to anticipate a safe reopening.
  - Most parents (68%) say schools / districts have not asked for their views on reopening, though charter parents are more likely to have been asked.
- Parents of younger children describe much heavier daily burden in terms of time spent on both academics and tech assistance.

# Schools get mostly good marks

- The majority of parents say the response from their school to the coronavirus crisis has been “excellent” or “good”.
- In other education polling, parents often offer positive ratings to their children’s own schools.

## Most parents give schools excellent / good marks for their response

*% of Massachusetts parents who say their child(ren)'s school's response has been \_\_\_\_\_*

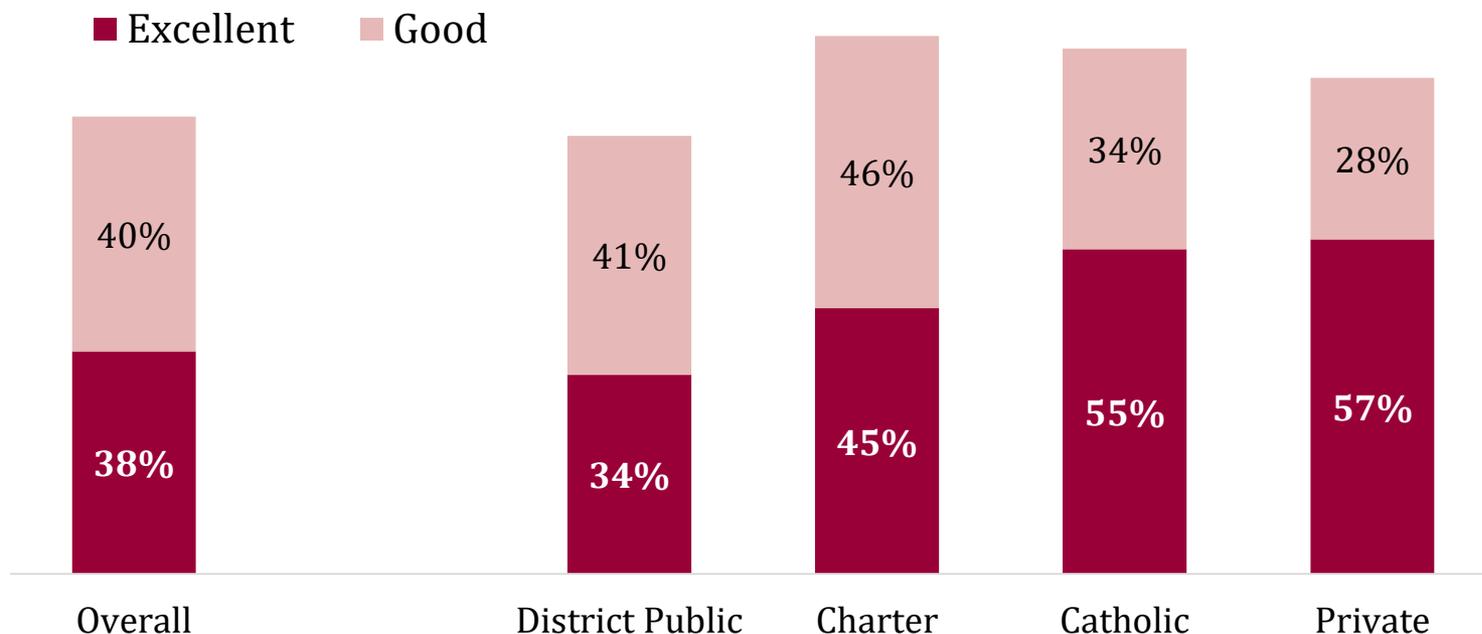


# Ratings vary across school type

- Between school types, district public schools received lower ratings compared to other school types.

## **Charter, Catholic, private schools receive somewhat higher ratings**

*% of Massachusetts parents who say their child(ren)'s schools response has been \_\_\_\_\_*



# Frequency of engagement varies widely

- There are major differences in how often parents say their child is engaging in each type of academic interaction.
- Online classrooms are the most common, while one-on-one check-ins are more unusual.

## Parents report wide variation in frequency of engagement with teachers

*% of parents who say their child \_\_\_\_\_ with each frequency level*

	Every day	A few times per week	Once a week	Less often	Unsure / Does not apply
Participates in an online classroom	36%	35%	14%	7%	8%
Receives any kind of personalized feedback from their teachers	20%	33%	23%	16%	8%
Has a one-on-one check-in with their teacher via video or phone	13%	25%	22%	22%	18%

# Satisfaction grows with interaction

- Parents reporting each interaction at least a few times a week have much higher overall satisfaction levels.

## Parents offering higher ratings report more frequent interaction

*% of parents who say their child \_\_\_\_\_ at least a few times a week, by school rating*

Activity type	Overall	Parents who gave a(n)...		
		Excellent rating	Good rating	Fair / poor rating
Participates in an online classroom	71%	79%	73%	52%
Receives any kind of personalized feedback from their teachers	53%	64%	53%	35%
Has a one-on-one check-in with their teacher via video or phone	38%	48%	38%	19%

# Assistance for home schooling

- Most parents say their school provides the “right amount” of assistance, like communication about student expectations and access to teachers, but many parents disagree.

## Narrow majority of parents say school provides “right amount” of resources

*% of parents who say their child’s school currently provides the right amount/too much/too little of \_\_\_\_*

	Right amount	Too much	Too little	Unsure / NA
Communication about student expectations	62%	8%	21%	9%
Access to teachers via video/phone	58%	7%	25%	9%
At-home assignments	54%	17%	21%	8%
Resources for you to help your child	53%	7%	24%	15%

# Satisfaction tied to assistance

- Parents who gave fair or poor ratings were much more likely to say there was “too little” of each type of assistance from the school.

## Less satisfied parents were much more likely to want more communication

*% of parents who said they received “too little” of each type of assistance*

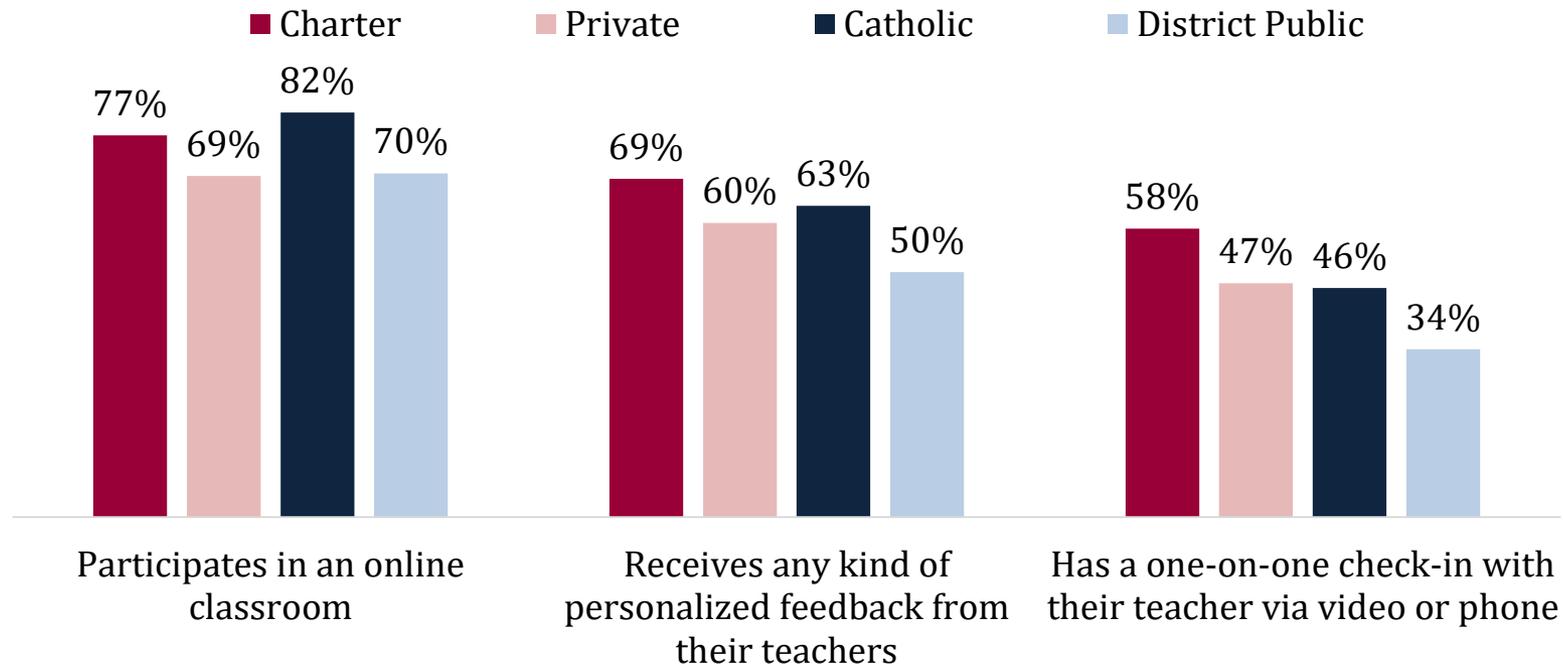
Activity Type	Overall	Parents who gave a(n) ...		
		Excellent rating	Good rating	Fair / poor rating
Resources for you to help your child	24%	11%	24%	50%
Access to teachers via video or telephone	25%	10%	28%	49%
Communication about what is expected of students	21%	10%	20%	44%
At-home assignments	21%	11%	22%	34%

# Schools vary in interaction time

- Public school parents are less likely to say their child has interactions with classmates/teachers at least “a few times a week”.

## Public school parents report the least interaction time for their children

% of parents who say their child \_\_\_\_\_ at least a few times a week, by school type

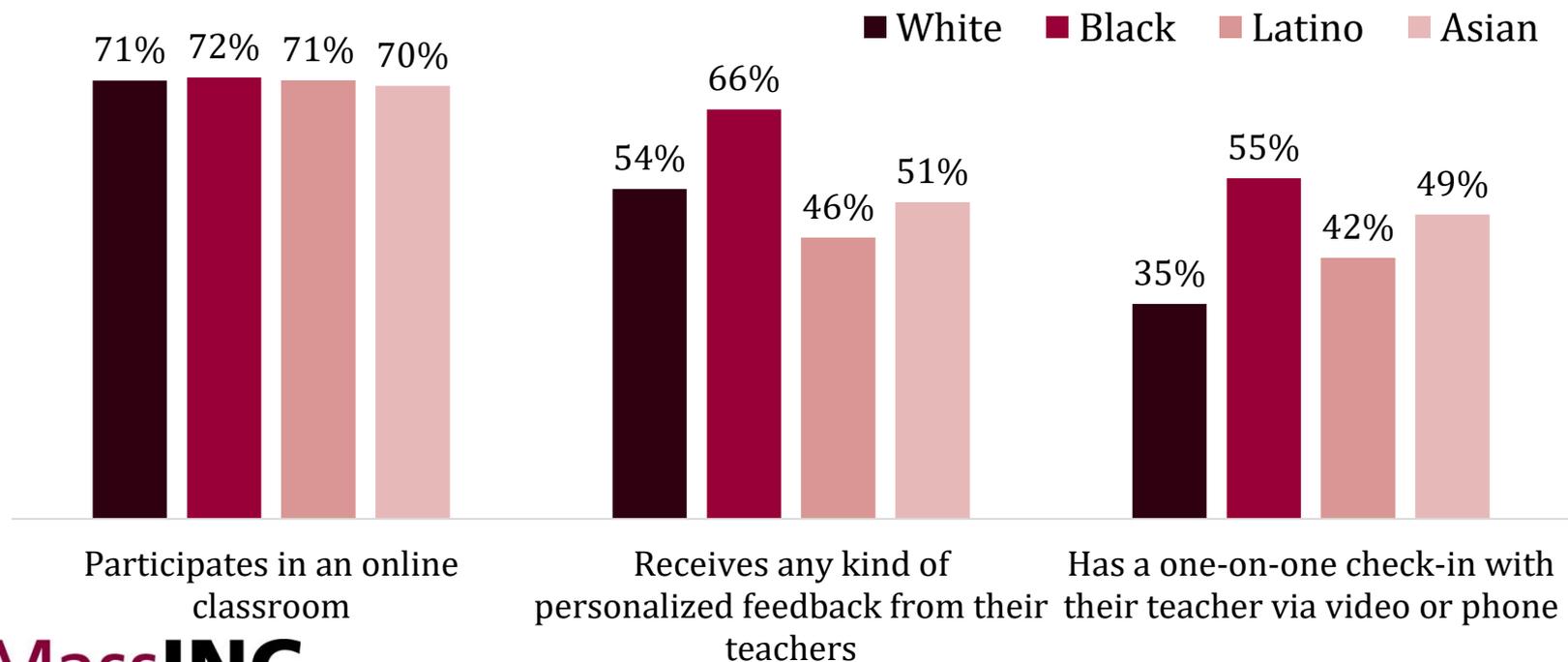


# Interaction frequency not uniform

- Black parents report personalized feedback, teacher check-ins more frequently than others.
- Roughly equal frequency of online classroom access.

## Most received personalized engagement from teacher a few times a week

*% of parents who say their child \_\_\_\_\_ at least a few times a week*



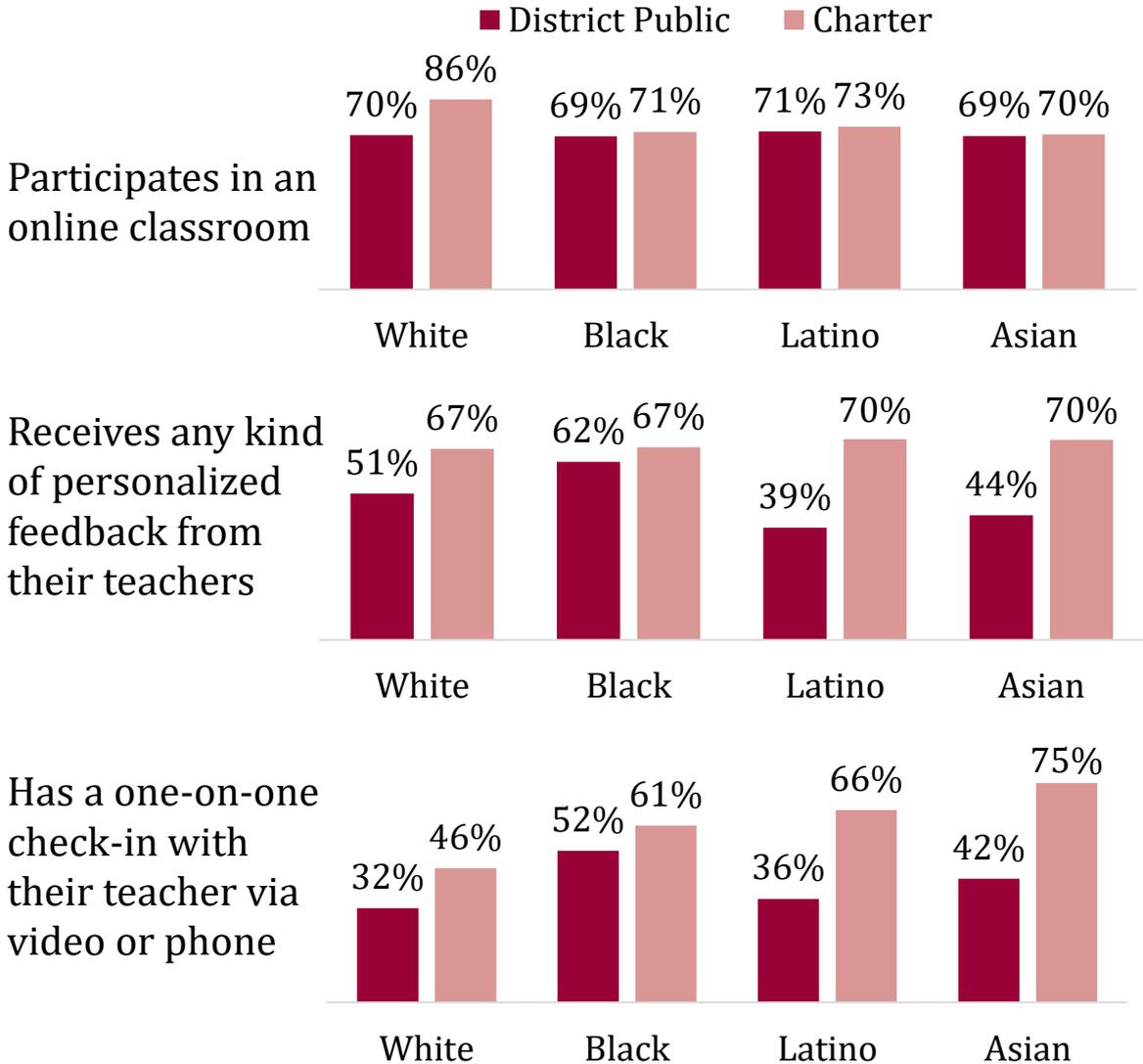
# Interaction by school type

- Large differences in personalized learning depending on whether the child attends a district public or charter school, especially among Latino and Asian parents.
- White, Latino and Asian charter parents report much more frequent interaction, while Black parents are closer between school type.

Q: How often would you say your child \_\_\_\_\_?

## Charter parents report more frequent interaction

% of parents who say their child \_\_\_\_\_ at least a few times a week

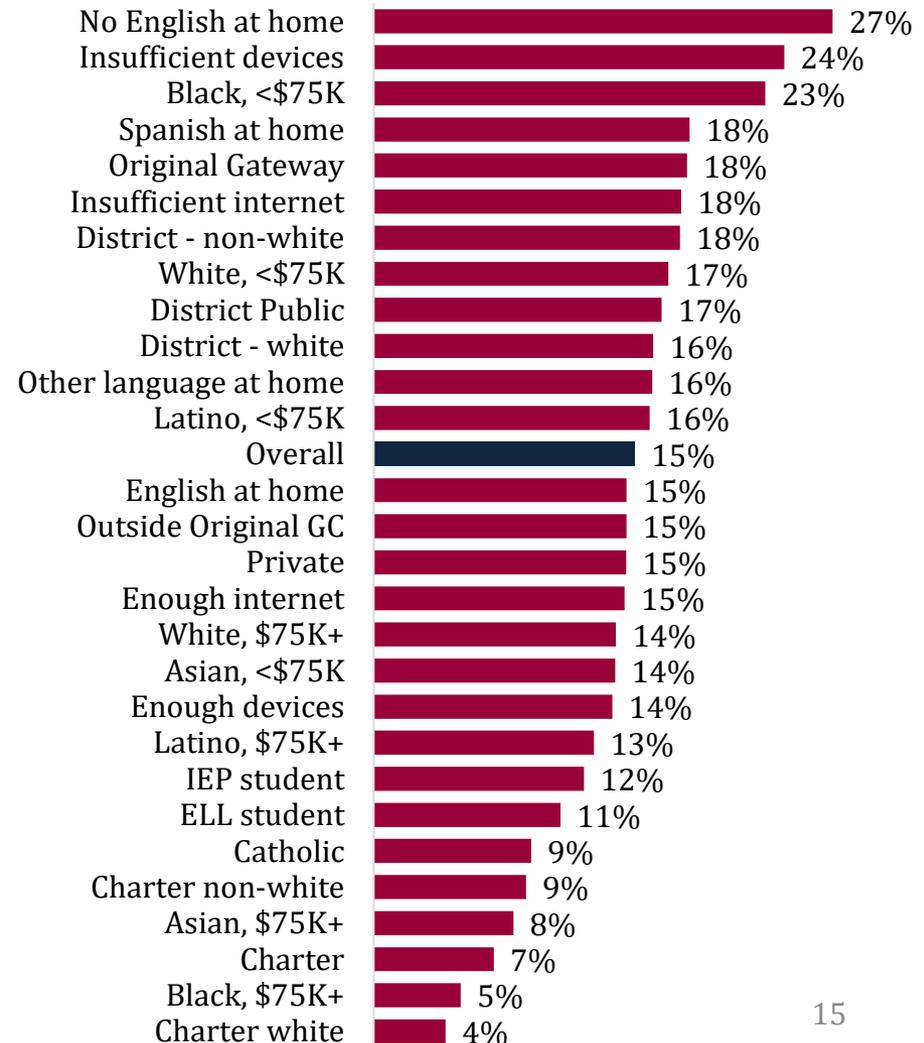


# Non-connection rates: online classrooms

- Rates of “non-connection” refer to not reporting regular participation.
- Non-connection rates highest for those with language, tech barriers and those with lower incomes.

## Non-connection rates for online classrooms

*% of parents who did not report receiving regular participation in online classrooms*



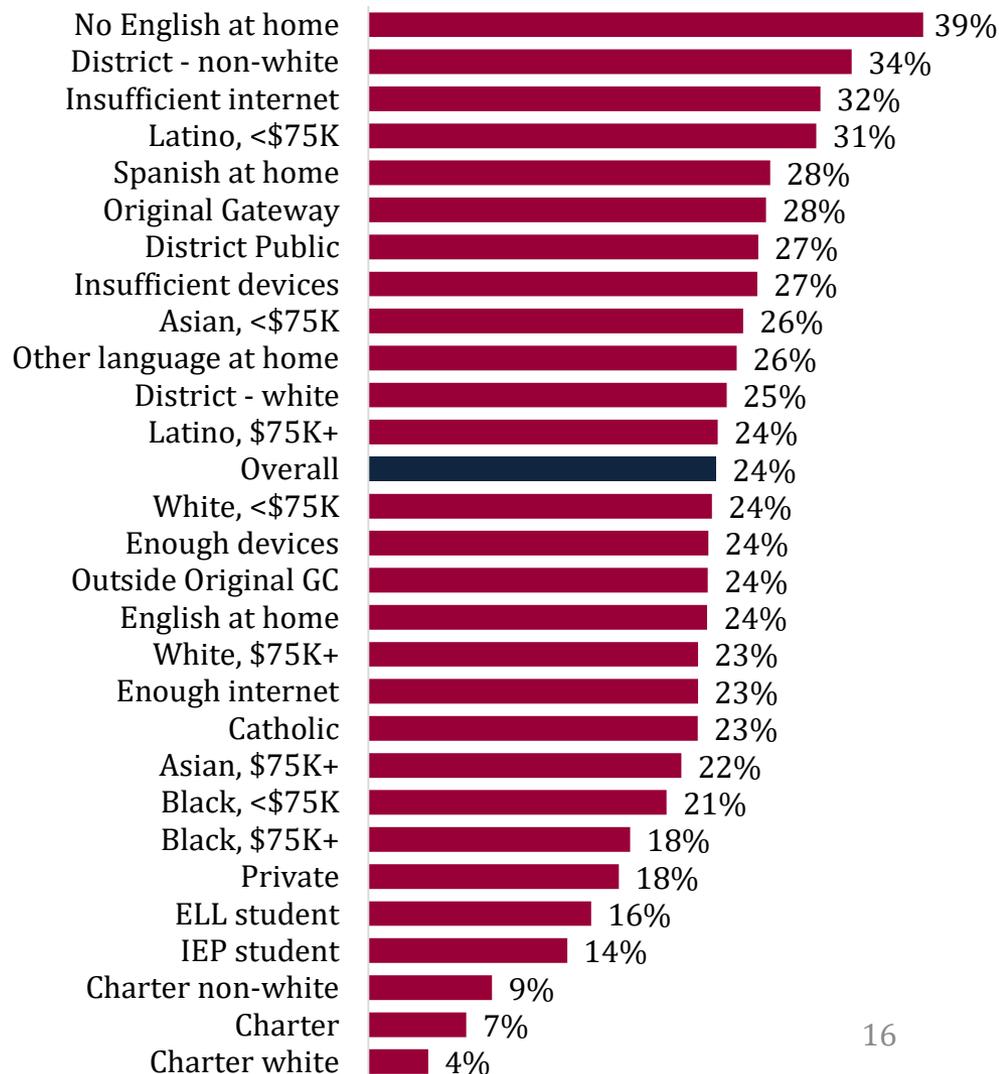
Q: How often would you say your child participates in an online classroom?

# Non-connection rates: feedback

- Non-connection rates for personalized feedback show a very similar pattern, with language and tech barriers playing a major role.
- Lower income families also report fewer one-on-one feedback connections.

## Non-connection rates for personalized feedback

% of parents who did not report receiving regular one-on-one feedback for their children



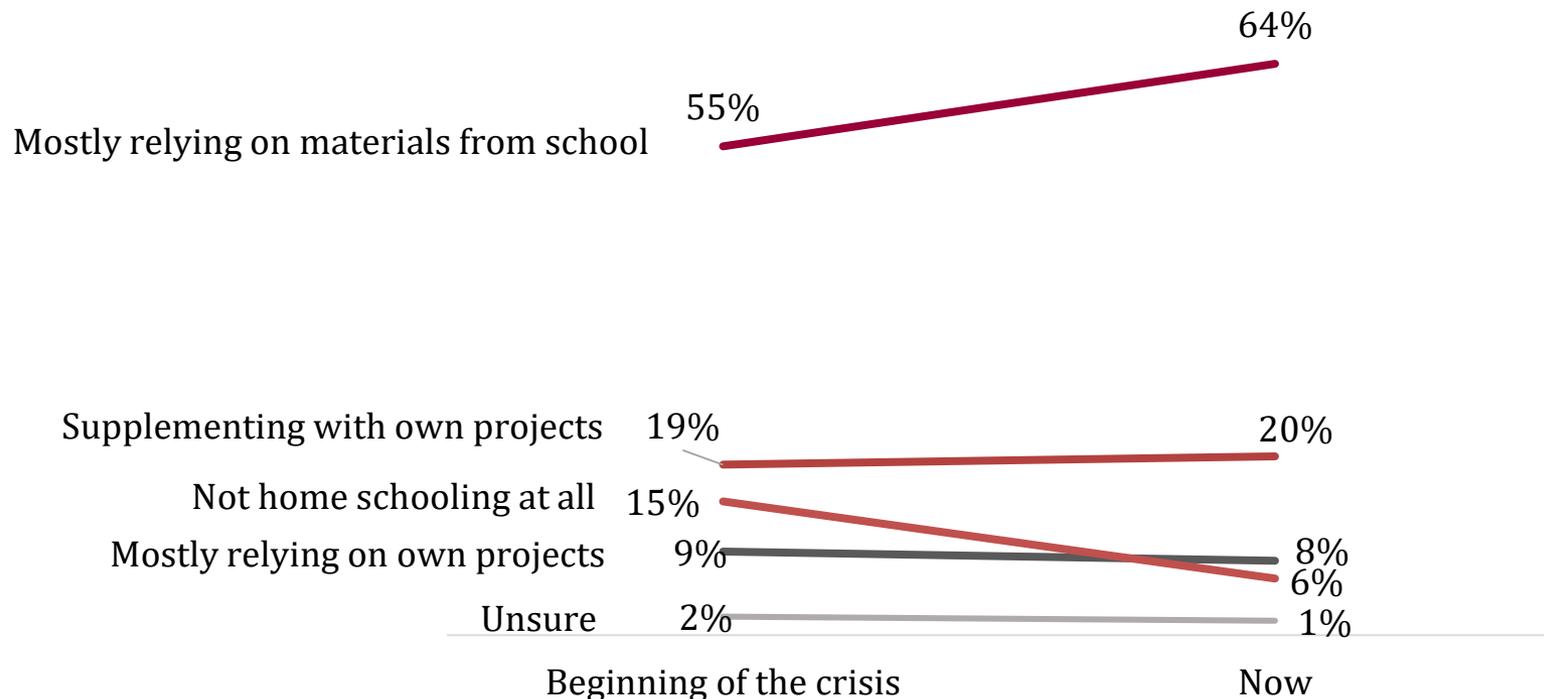
Q: How often would you say your child receives any kind of personalized feedback from their teachers?

# More parents relied on school materials

- As the coronavirus crisis continued, more parents relied on materials from school to facilitate at-home learning.

## Parent more likely to rely on school materials for remote learning as crisis continues

*% of parents who say they are \_\_\_\_\_, at the beginning of the coronavirus crisis vs. now*



Q: At the beginning of the coronavirus were you \_\_\_\_\_? How about now?

# Many also supplemented activities

- More white parents reported relying on school materials, while Black, Latino, and Asian parents supplemented more with their own projects.
- No difference in percent who said they were “not home schooling at all.”

## Parents report doing a mix of their own projects, or what the schools offer

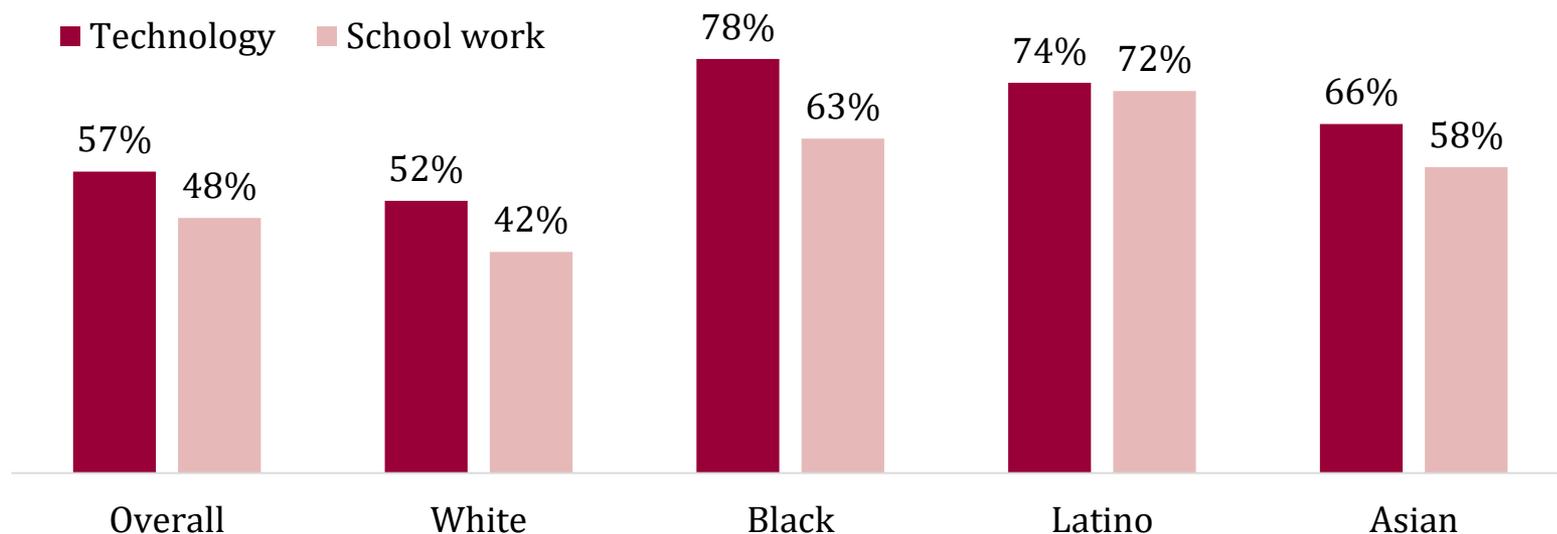
*% of parents who say they were \_\_\_\_\_ by the end of the school year*

	Overall	White	Black	Latino	Asian
Mostly relying on materials from school	64%	68%	52%	57%	49%
Supplementing school assignments with your own learning projects	20%	19%	24%	21%	30%
Mostly relying on your own projects	8%	6%	15%	15%	12%
Not home schooling at all	6%	6%	8%	6%	6%
<i>Unsure</i>	<i>1%</i>	<i>1%</i>	<i>1%</i>	<i>1%</i>	<i>3%</i>

# Parents vary in assistance given

- White parents are least likely to report giving a “great deal” or “fair amount” of assistance, either with tech or with academics.

**Black and Latino parents report giving the most assistance with tech, school work**  
*% of parents who say they give “a great deal” or “a fair amount” of assistance with \_\_\_\_*

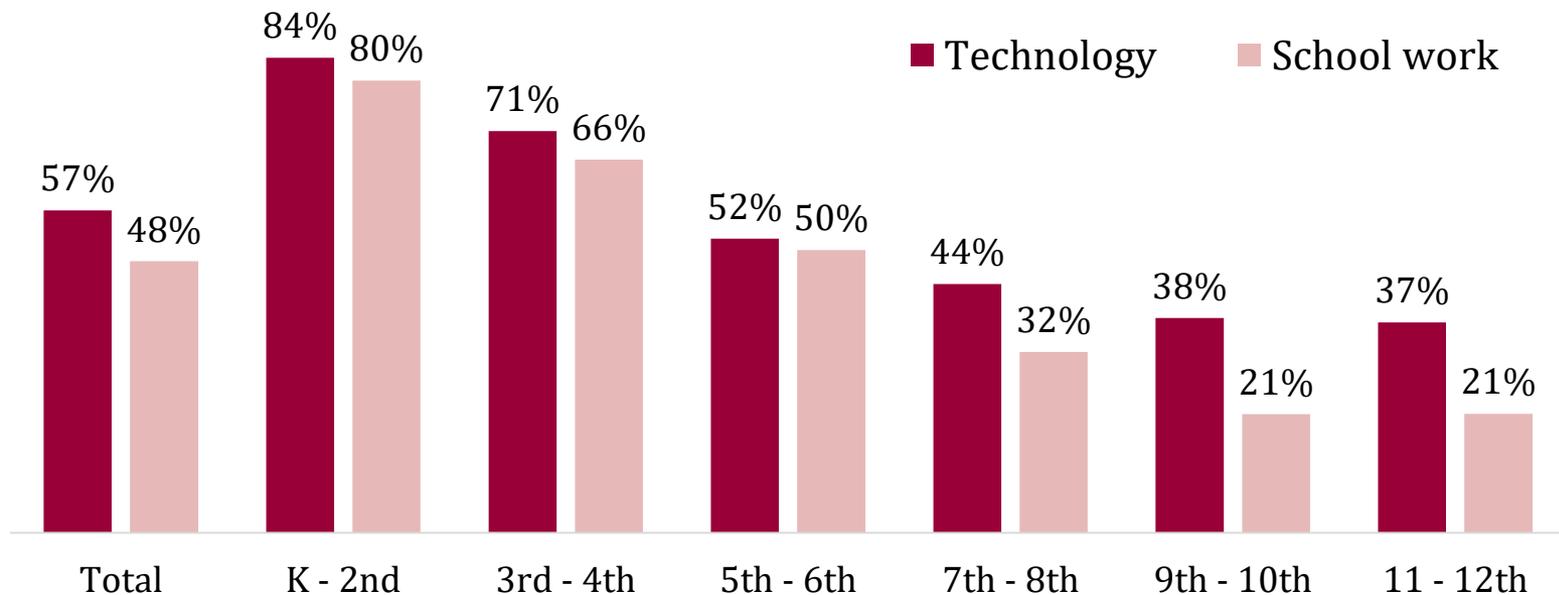


# Burdens on parents of younger kids

- A large majority of parents of K-2<sup>nd</sup> graders provide their children with “a great deal” or “a fair amount” of assistance on both school work and the technology their child needs to complete school tasks.

## Parents of younger children more likely to provide academic and tech assistance

*% of parents who say they give “a great deal” or “a fair amount” of assistance with \_\_\_\_*

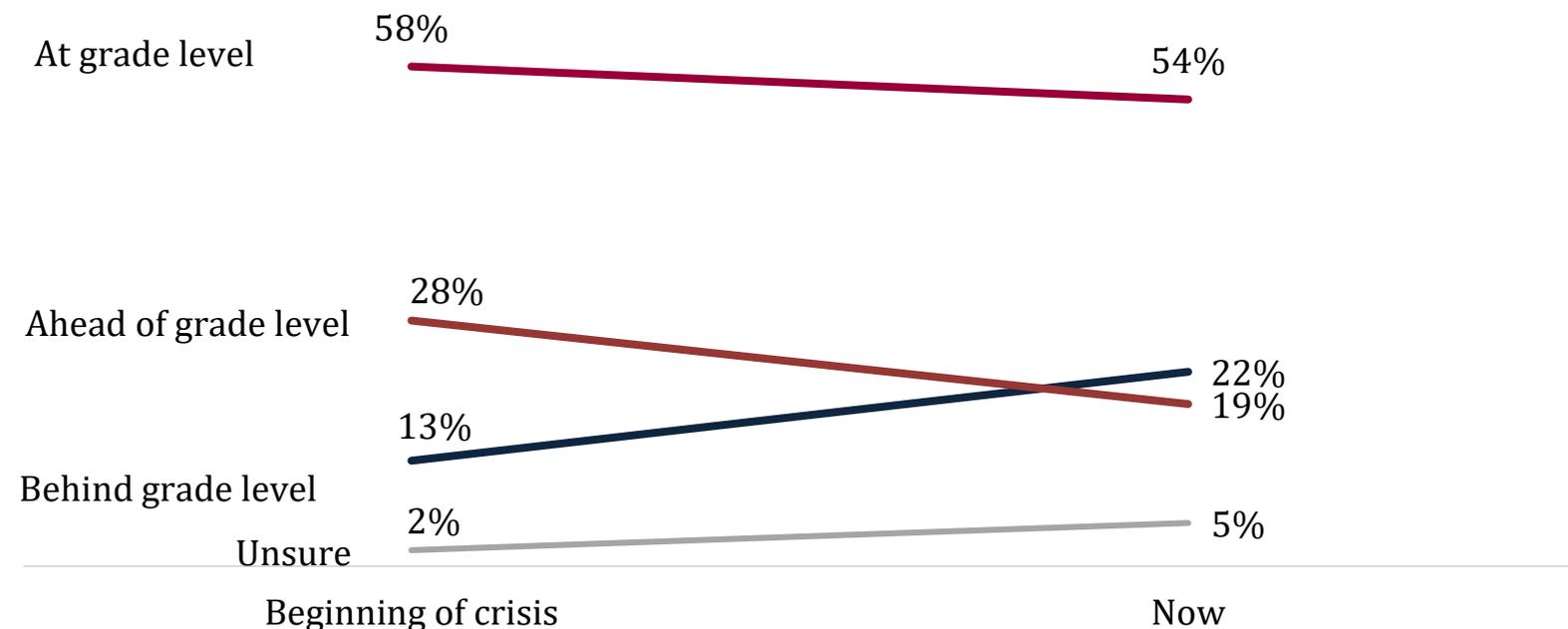


# Long-term academic success is suffering

- The percentage of parents who think their child is behind grade level has grown from 13% to 22% over the course of the school shutdown.
- Meanwhile, the proportion of parents who think their child is ahead or on grade level has fallen.

## Parents see decline in grade level achievement over duration of coronavirus

% of parents who say their child is \_\_\_\_\_ at the beginning of the coronavirus crisis vs. now

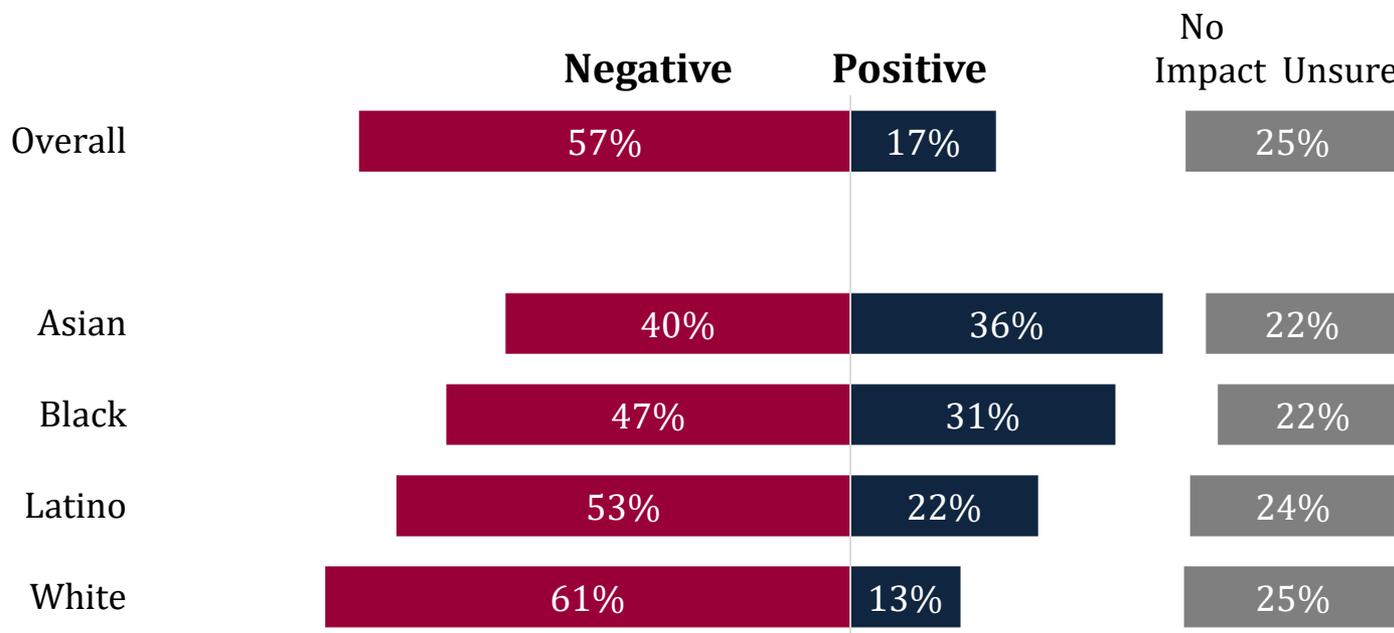


# High emotional toll of school disruption

Most parents say the emotional impacts of the disruptions to school caused by coronavirus are negative, presenting a challenge going forward.

## Assessment of emotional toll on children differs by parent race

*% of parents who say disruption has had a \_\_\_ impact on child's emotional well-being*

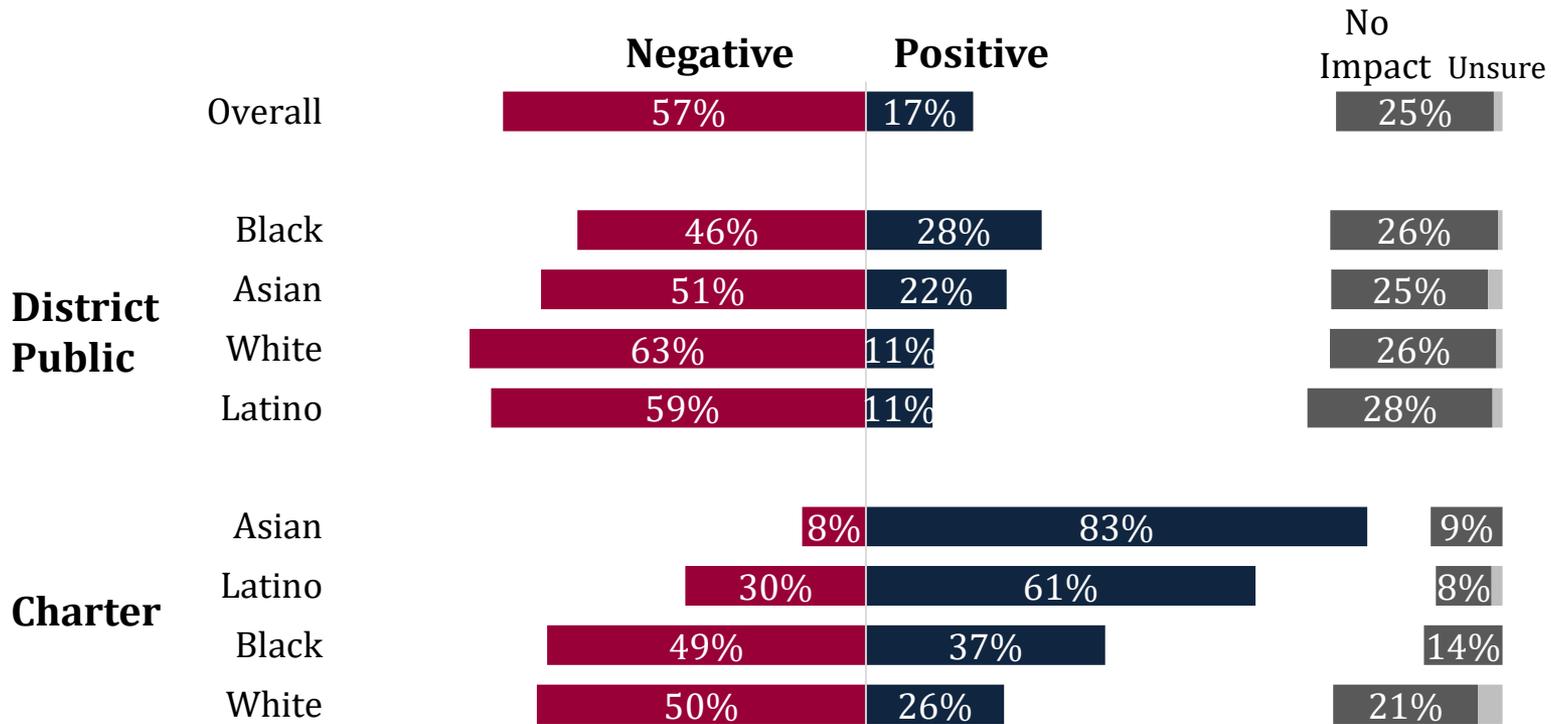


# Emotional impacts vary by school type

- Charter parents are more likely across race and ethnicity to report positive emotional impacts.

## Most parents report negative emotional impacts, but big variation by sector

*% of parents who say disruption has had a \_\_\_ impact on child's mental well-being*

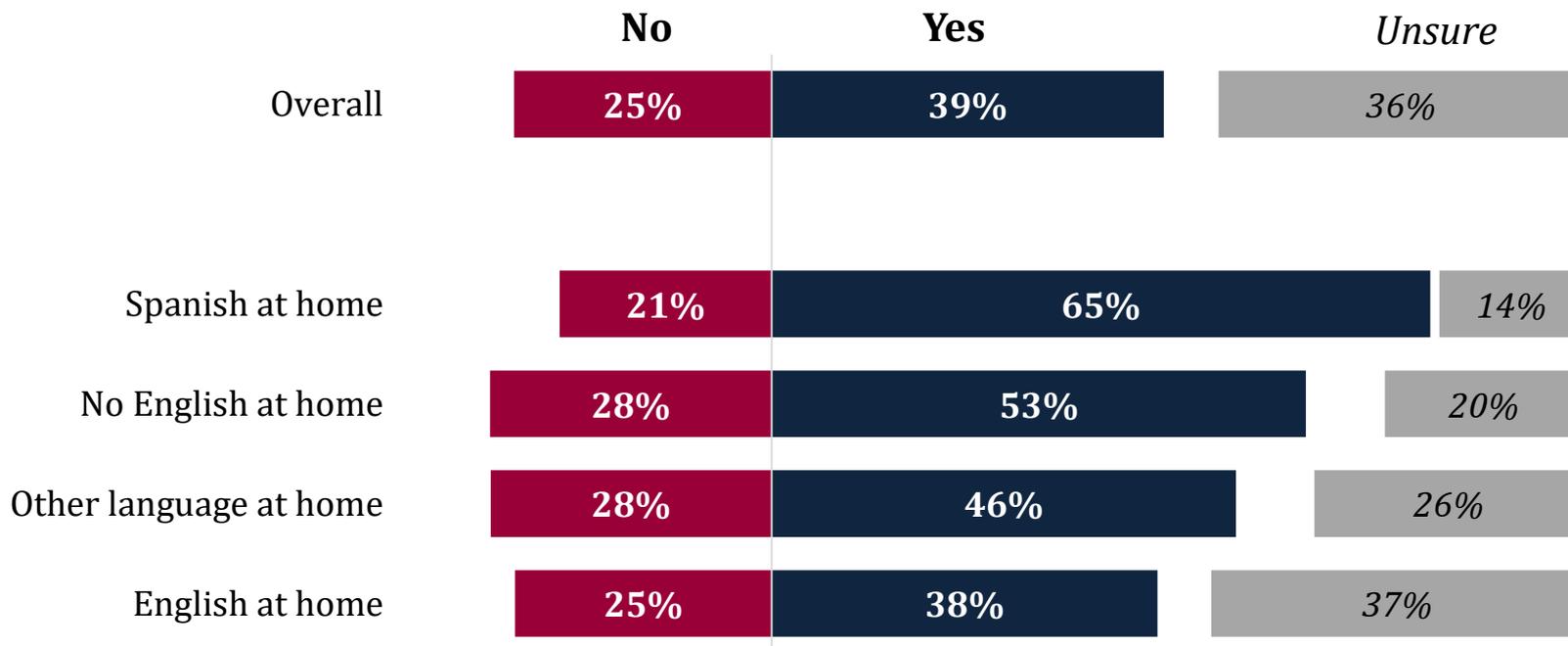


# Knowledge differs on language offerings

- Those who speak languages other than English at home are more likely to report district multi-lingual offerings.

## Those who speak other languages at home know about multi-lingual offerings

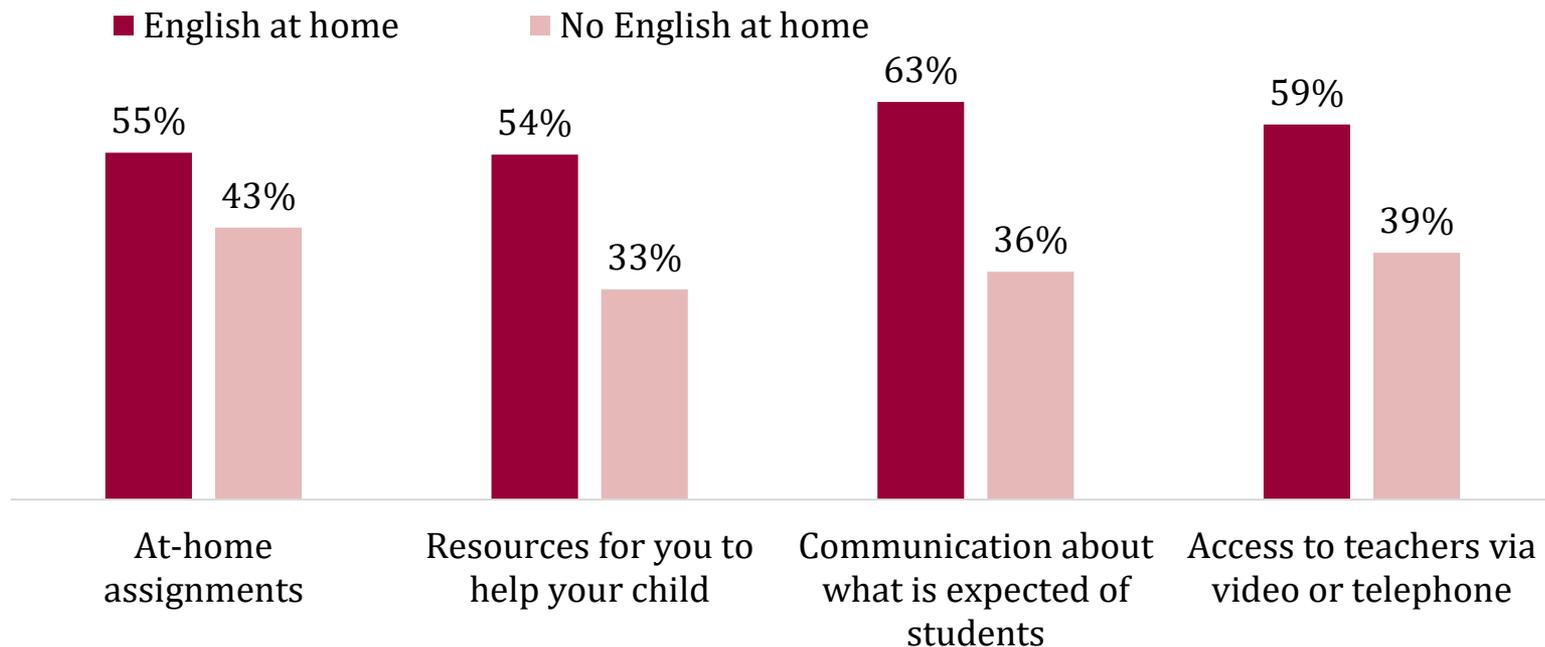
*% of parents who speak each language who say school/district offers multi-lingual communications*



# Language affects contact frequency

- Non-English speaking households are less likely to report getting the “right amount” of assistance with remote learning.

**Non-English speaking households less likely to report “right amount” of assistance**  
*% of parents who say they have received the “right amount” of each*

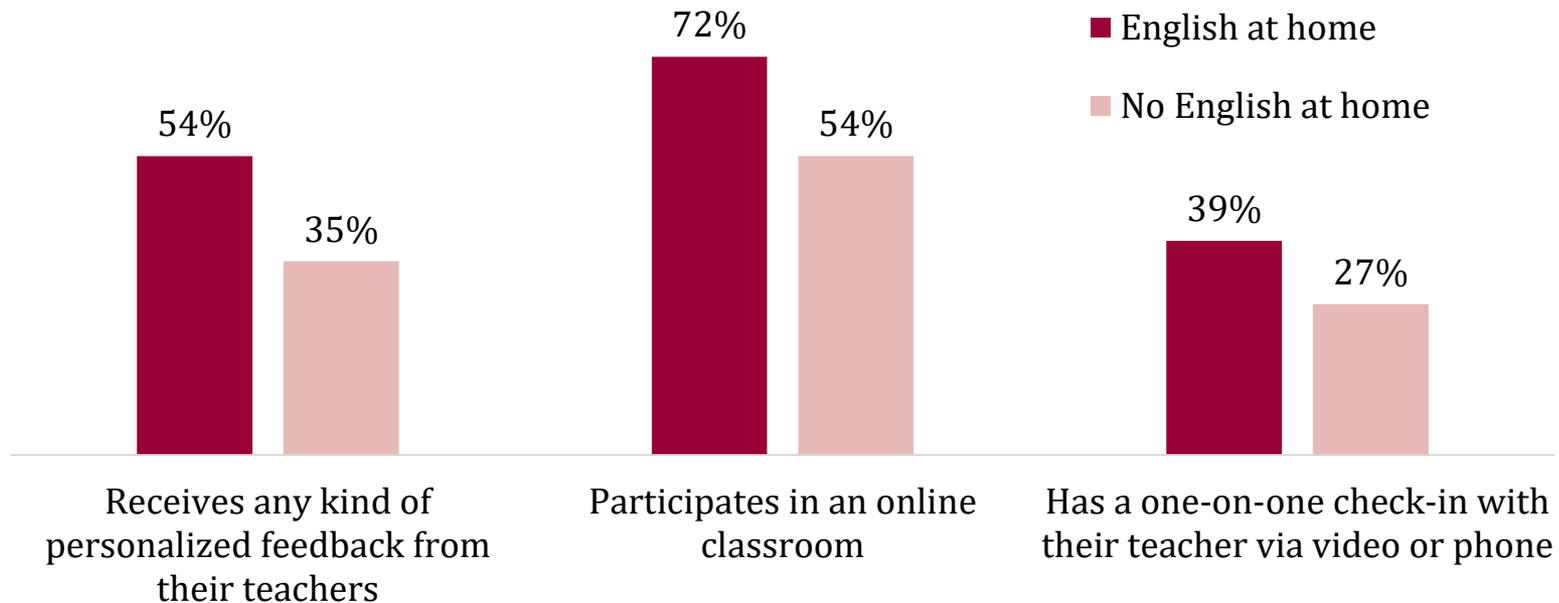


# Language barriers and remote learning

- Non-English speaking households report less frequent contact, feedback during remote learning.

## Non-English speaking households report less frequent contact with teachers

*% of parents who say their child \_\_\_\_\_ at least a few times a week*

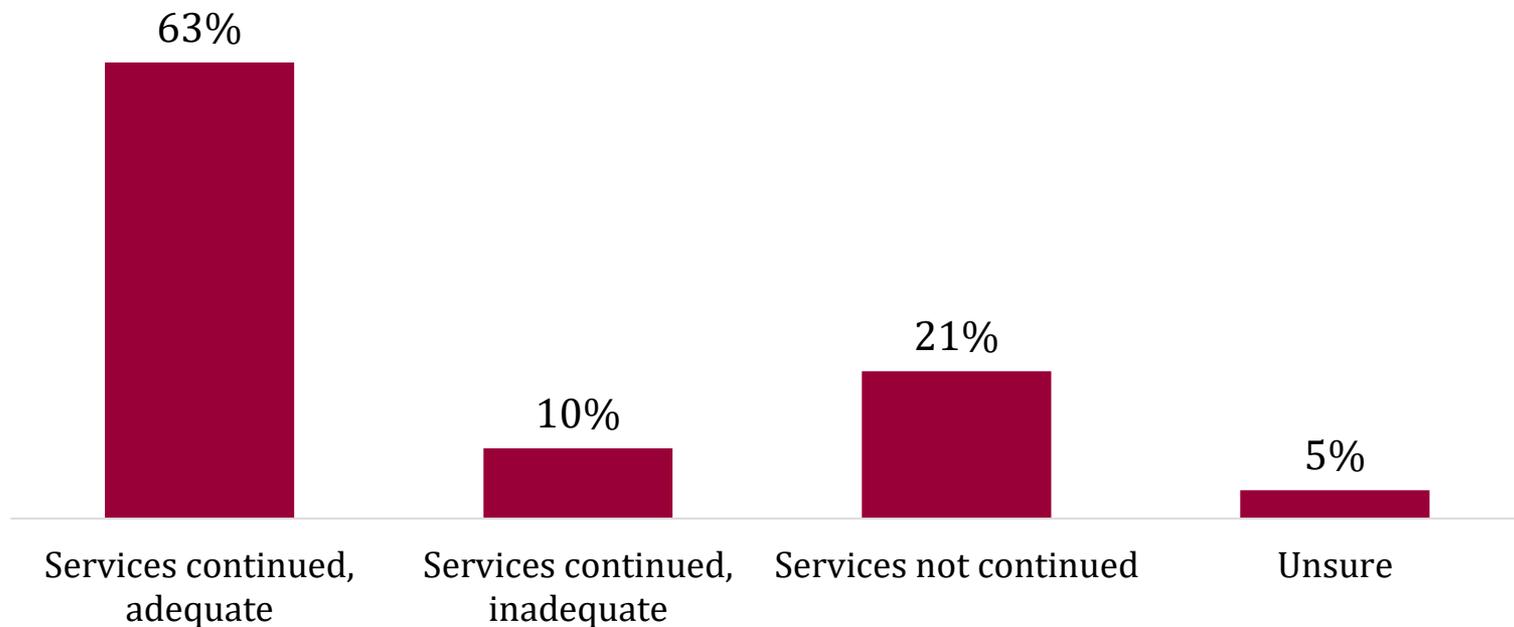


# ELL services continue, but not for all

- Most parents of English-language learners say services have continued adequately since the crisis began; roughly a third say services have either been inadequate or were not continued.

## **Roughly a third of ELL students receiving no service or inadequate services**

*% of parents who say their child's ELL services...*

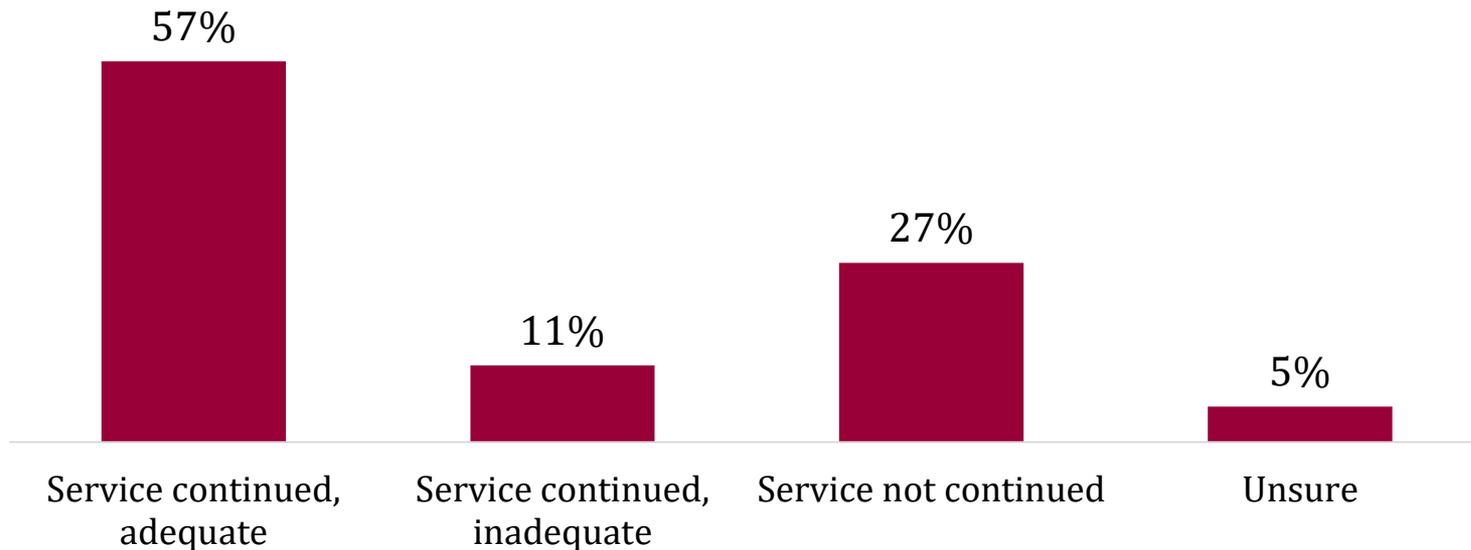


# IEP services continue, levels vary

- Parents of students with an IEP say services have continued adequately since the crisis began; 38% say services have either been inadequate or were not continued.

## Just over half of IEP parents say adequate services continue

*% of parents who say their child's IEP services...*



# Some lack needed technology

- Access to email, devices, and adequate internet affects more parents in lower income households.

**Many parents with lower incomes do not have devices, internet access they need**

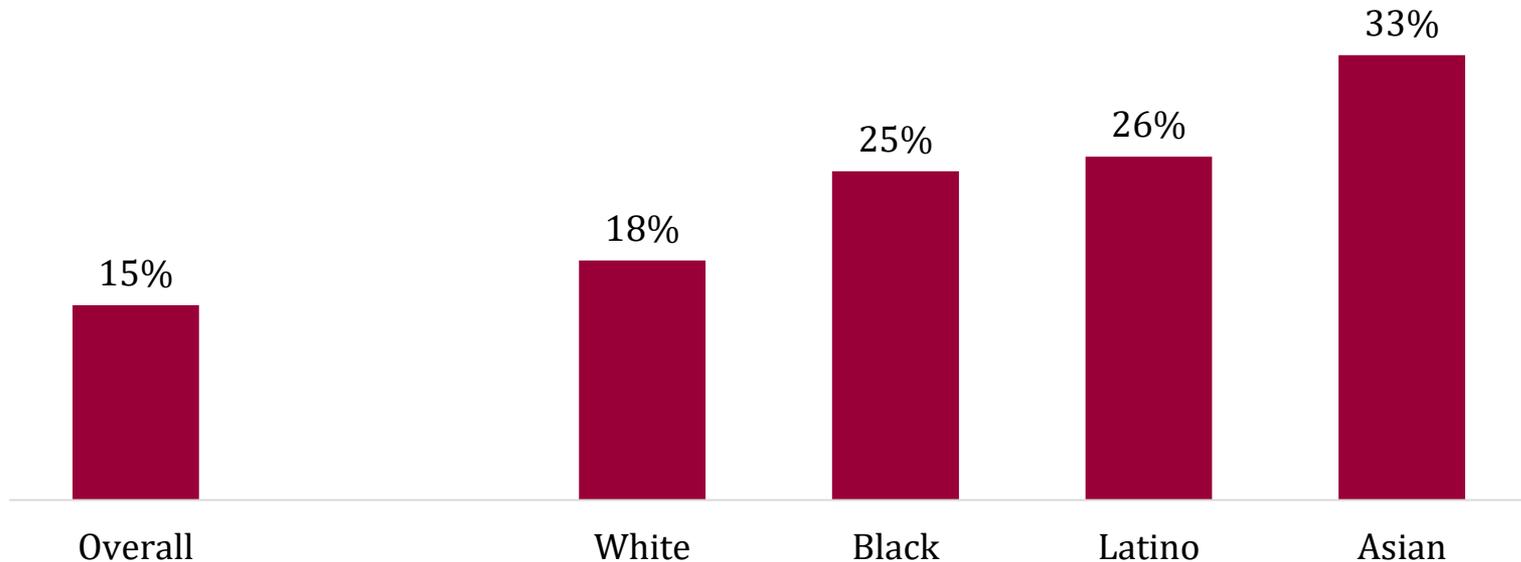
*% of parents who say they \_\_\_\_\_*

	Overall	< \$50K	\$50-75K	\$75-100K	\$100K+
Do not have enough devices	11%	24%	15%	9%	7%
Do not have good enough internet	10%	17%	13%	12%	5%
Do not regularly use email	9%	18%	10%	10%	3%

# Tech burdens are not equally shared

- Looking at email, devices, and internet, many lower-income families were missing 2 or all 3 (tech burdened) even by the end of the school year, adding a major challenge to their distance learning.

**Access to email, internet, devices among parents with household income <\$75k**  
*% of those with an annual income <\$75K who are tech burdened (missing 2 or 3 of email, internet, devices)*

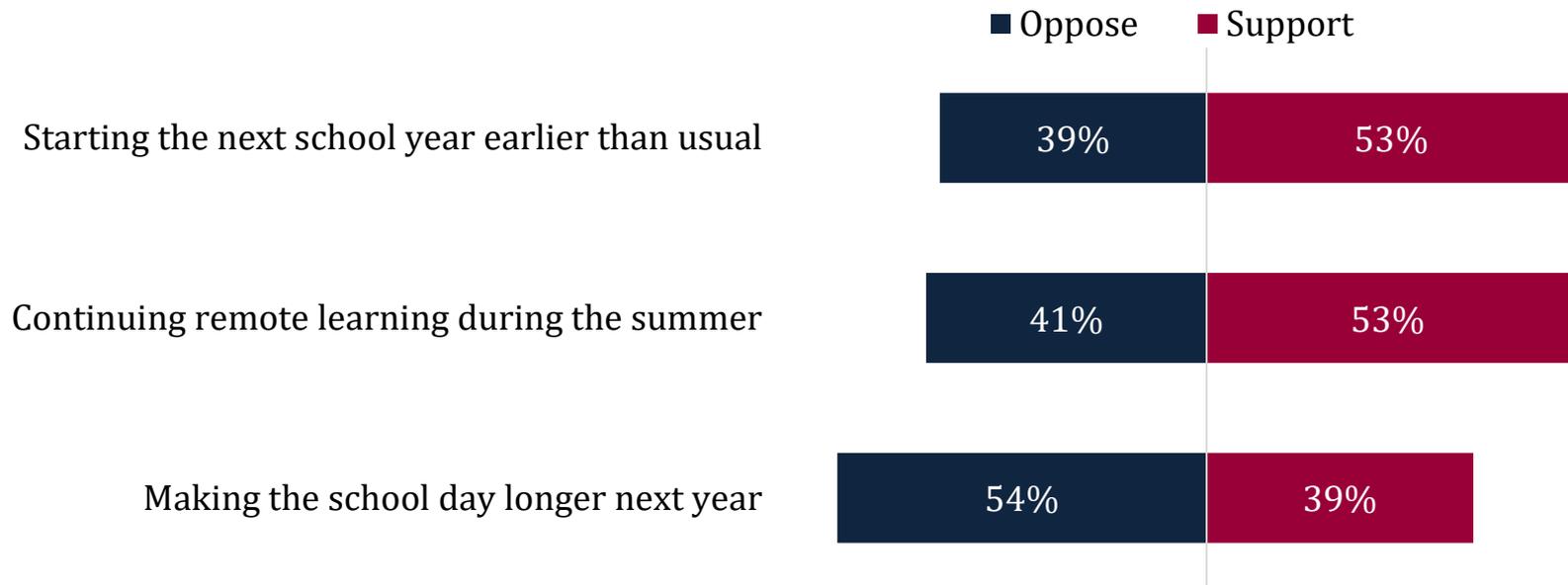


# Tepid support for catch-up plans

- Just over half of parents support starting the school year earlier and continuing remote learning during the summer (53% each).
- The majority of parents oppose making the school day next year longer (54%).

## Opinion on summer and re-opening plans divided

*% of parents who support / oppose \_\_\_\_\_*



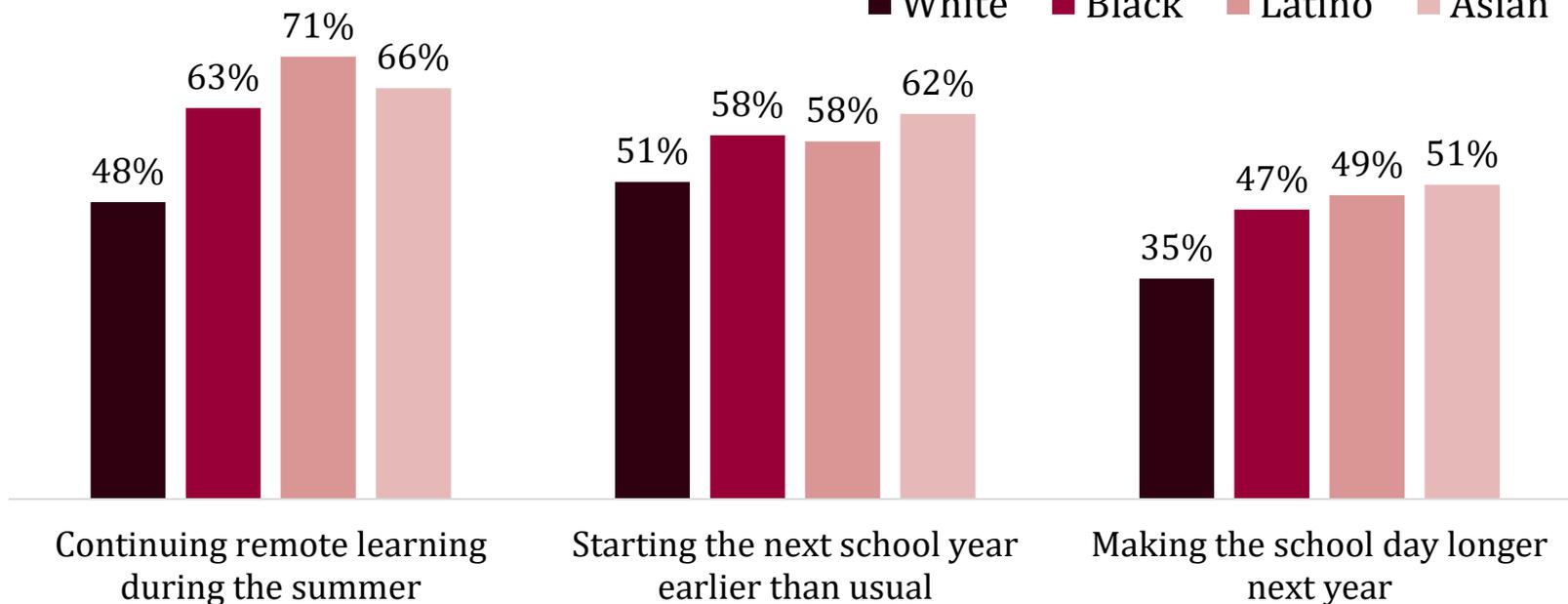
# Support varies for making up class time

- Higher support among minority parents to make the school day longer, continue remote learning during summer, and starting the school year earlier.

## Fewer white parents support specific plans to add class time

*% of parents who support \_\_\_\_\_*

■ White ■ Black ■ Latino ■ Asian

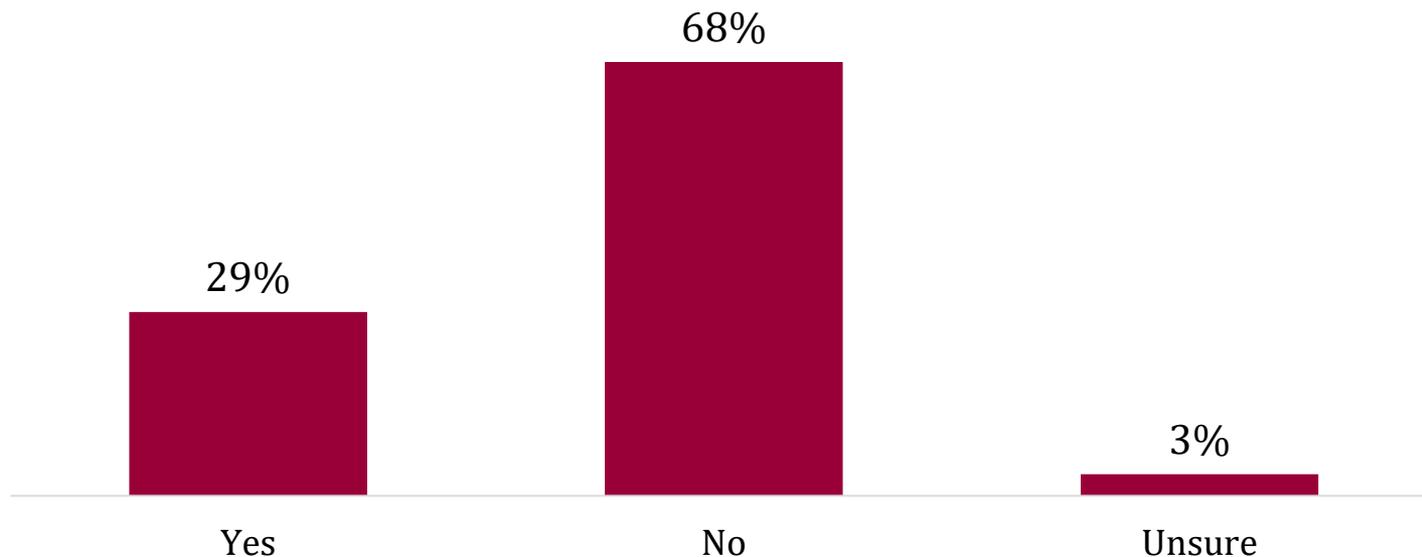


# Little parent input on re-opening plans

- Most parents say their school / district has not asked them about their preferences on reopening plans for the fall at this point.

## Most parents have not been asked about reopening preferences

*% of parents who say their school / district has reached out for feedback on reopening*

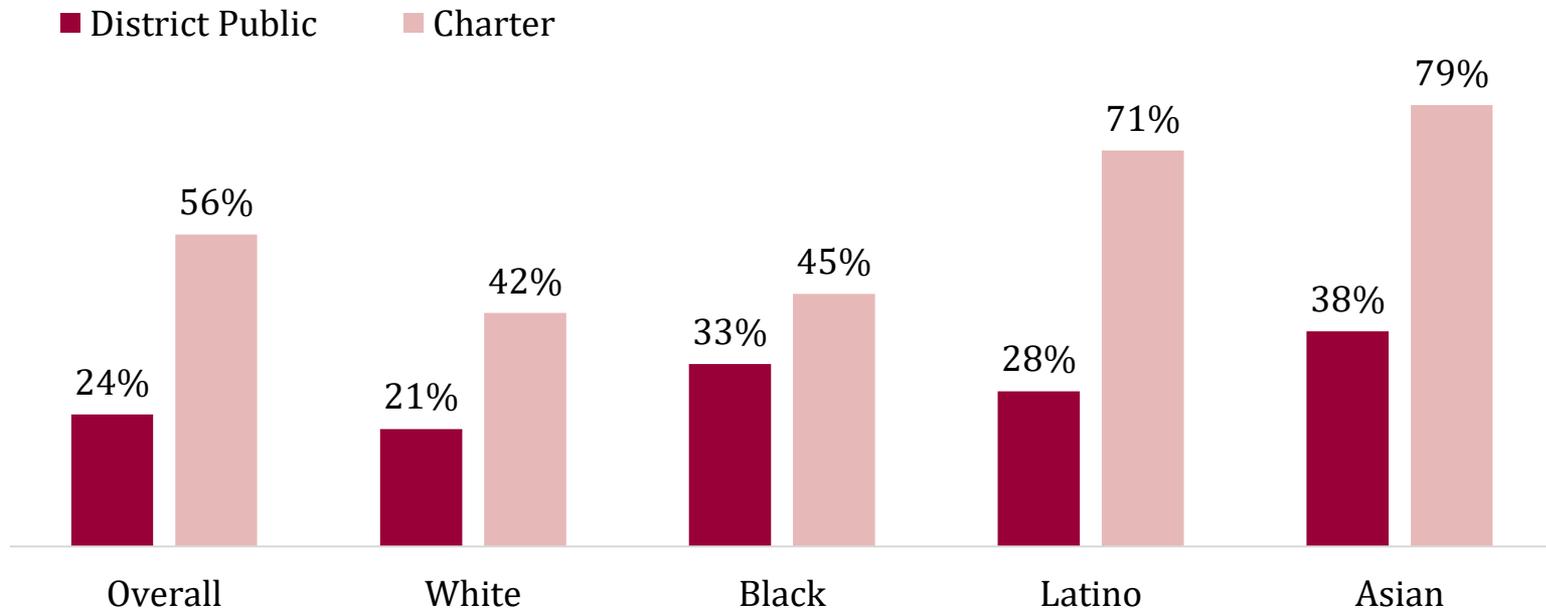


# Charter schools request more input

- Public school parents are much less likely to say their school or district have asked for their views on reopening.

## Charter parents more likely to say they have been asked for reopening input

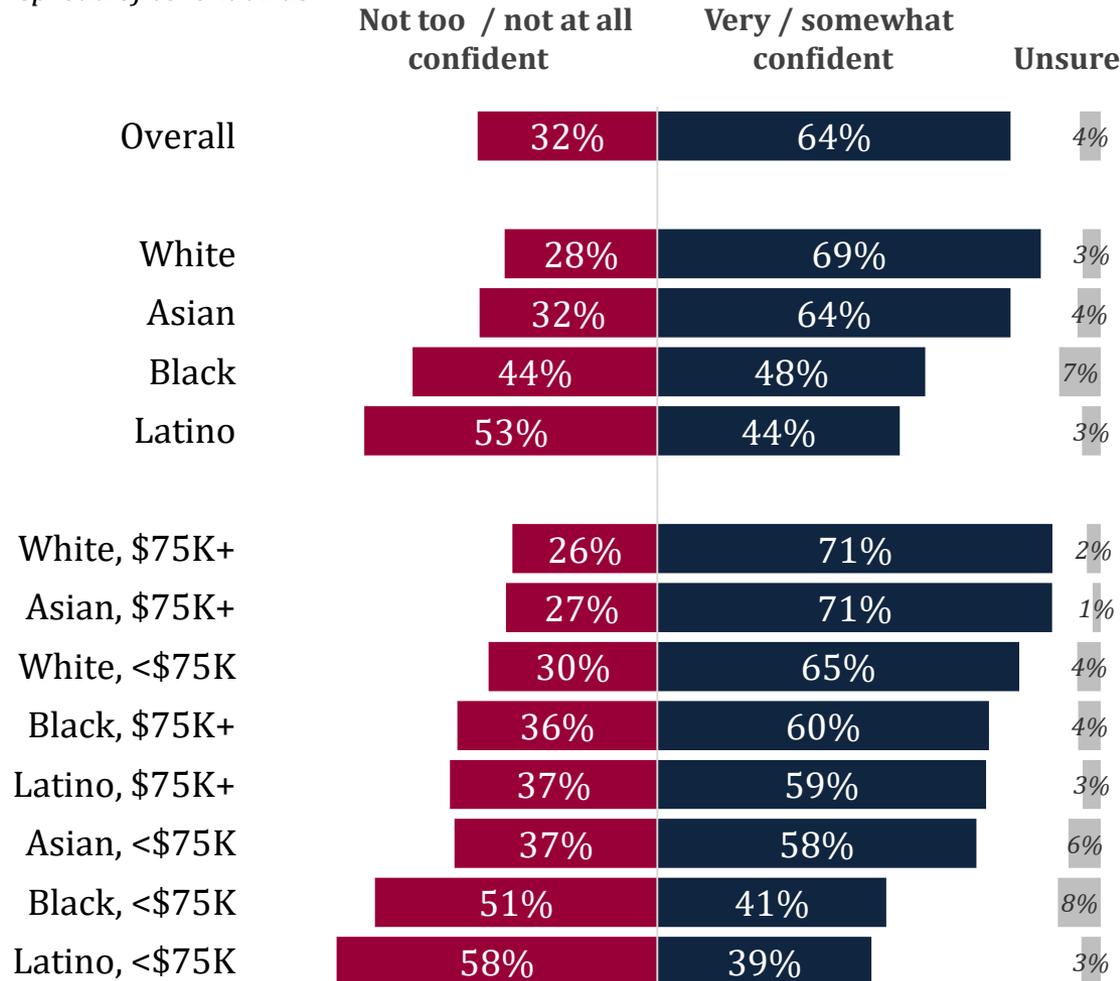
*% of public and charter parents who say their schools / districts have asked for input on reopening*



# Confidence in safe school reopening

## Major differences in confidence in safe school reopening

% of Mass. K-12 parents who are \_\_\_\_\_ their school would be able to prevent the spread of coronavirus



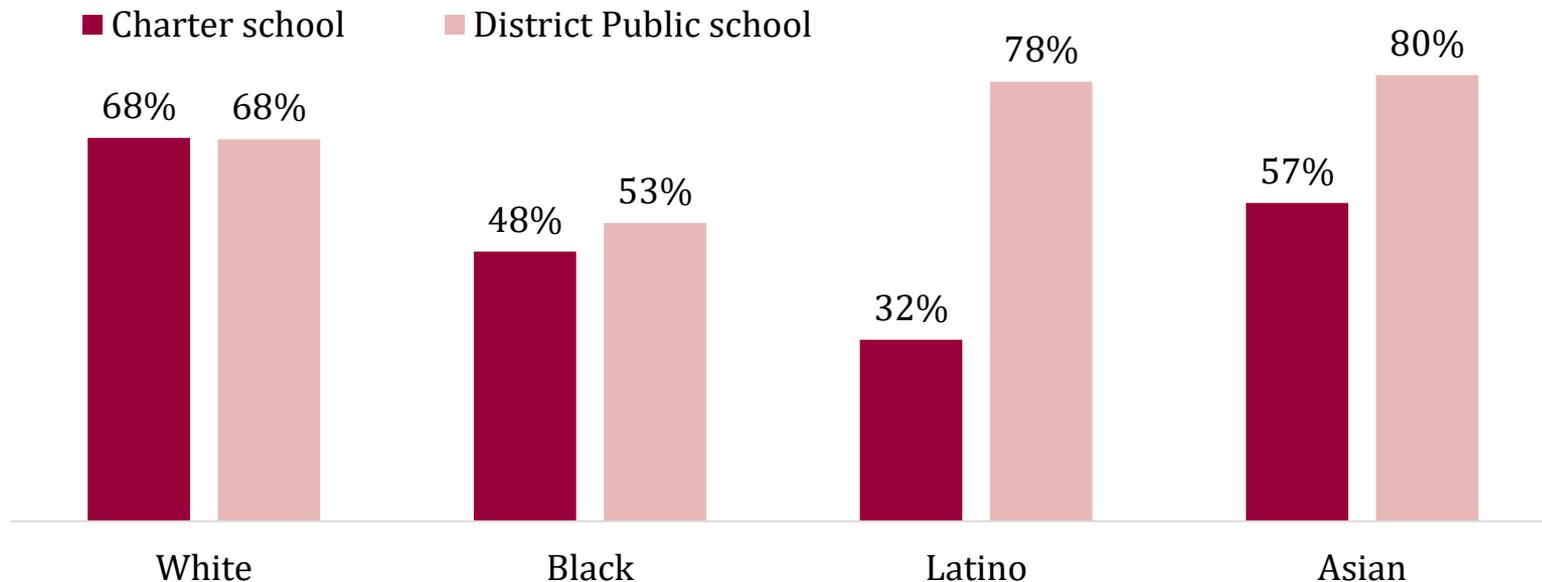
*Q: If your child(ren)'s schools were to reopen this fall, how confident are you that the school would be able to prevent the spread of coronavirus in the school?*

# Charters parents express more confidence

- Latino and Asian charter parents express much higher confidence in a safe reopening compared to public school parents.

## Latino and Asian charter parents more likely to express confidence in reopening

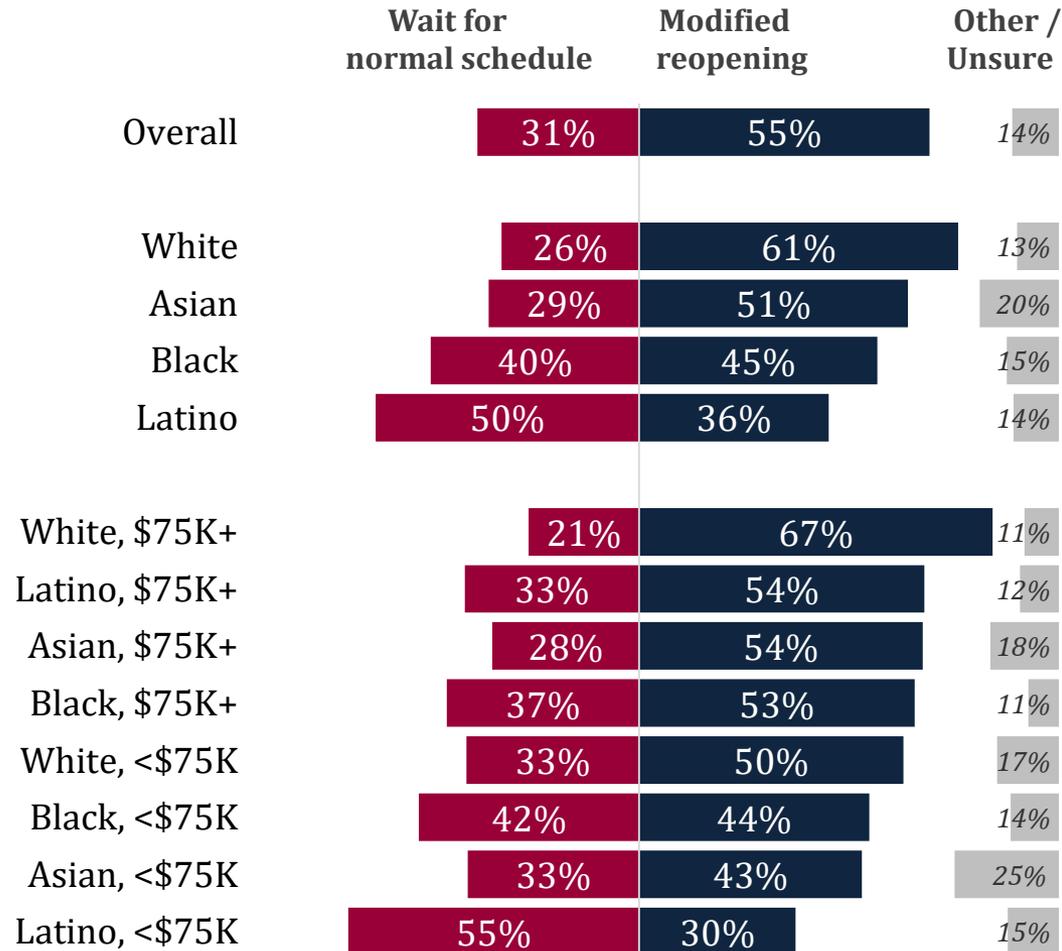
*% of public and charter parents who say they are “very” or “somewhat” confidence in safe reopening*



# Disagreements on reopening plans

- Overall, more parents say a modified schedule is preferable, but difference emerge on income and between race and ethnicity groupings.

**Disagreements on Mass. school reopening plans**  
*% of Mass. K-12 parents who say they would prefer a modified reopening vs waiting for a normal schedule*



*Q: If they were to reopen in the fall, schools may have to modify their schedules such as having students attend every other day, or have half go to school in the morning and half in the afternoon. They may also have to close for 2 to 4 weeks if someone gets sick. Would you prefer that schools reopen on a modified schedule like this, or that all education continues to be remote until schools can return to normal operations?*



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